



PRACTICAL WAYS OF COORDINATING THE MUTUAL PERCEPTION OF THE TEACHER AND THE STUDENT IN THE FORMATION OF AN INCLUSIVE ENVIRONMENT IN PRIMARY SCHOOL

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Abstract: *This article analyzes the importance of mutual understanding between teachers and students in the formation of an inclusive environment in the process of primary education. In the context of inclusive education, issues of creating equal opportunities for all students, taking into account their individual needs, and organizing effective pedagogical cooperation are considered. Also, practical methods of developing mutual understanding between teacher and student, creating a positive psychological environment, and forming an inclusive classroom environment are highlighted.*

Keywords: *inclusive education, primary education, pedagogical communication, mutual understanding, pedagogical cooperation, tolerance, psychological environment, individual approach, educational process.*

Today, the development of inclusive education in the education system is one of the important tasks. Inclusive education ensures equal participation of all children, including students with disabilities, in the general educational process. In this case, the pedagogical skills of the primary school teacher, especially the correct organization of mutual perception between the teacher and the student, are of great importance. Practical ways of coordinating mutual perception between the teacher and the student in the formation of an inclusive environment in primary grades.

Scientific research shows that the harmony of effective communication and mutual perception between teacher and student serves to increase the effectiveness of education. Therefore, in the process of developing inclusive education, one of the important tasks is the development of the communicative competence of teachers,

the introduction of modern pedagogical technologies, and taking into account the individual needs of students.

In the context of inclusive education, the pedagogical skills and professional competence of a teacher are one of the important factors. The teacher must organize the educational process, taking into account the capabilities of each student, and use appropriate methods and techniques. Differential approaches, individual educational strategies, and cooperative teaching methods are especially effective in working with students with special educational needs. Also, the development of social relations between students is important in the formation of an inclusive environment. Pedagogical methods such as group work, collaborative learning, mutual assistance, and support serve to create a positive psychological environment among students. As a result, mutual respect, tolerance, and social cooperation develop in the classroom collective.

In the formation of an inclusive environment in primary grades, practical ways of developing emotional intelligence, a differentiated approach, the introduction of pair and group work, and the creation of a positive communication environment (psychological security) are used to coordinate the perception of the teacher and the student. This ensures that the teacher understands the individual needs of each child and students accept each other.

Practical ways of forming an inclusive environment:

Individual approach and flexibility: The teacher simplifies or visualizes educational materials based on the characteristics of the student's perception. This reduces misunderstandings between the teacher and the student.

Emotional communication and trust: The teacher's communication with each student, especially with children with special needs, through eye contact, gentle tone, and supporting gestures (reflection and feedback).

Collaborative games and methods: Through methods such as “Collaborative Drawing” and “Role Play” students learn to perceive each other's emotions.

Positive psychological environment: Acknowledging the "right to make mistakes" in the classroom, developing empathy, and jointly celebrating achievements.

Open communication: The teacher can openly talk to students about their fears and difficulties, allowing them to identify barriers to perception at an early stage. These methods build a reliable bridge between the teacher and the student and improve the quality of inclusive education.

The stage of primary education is a period of socialization of the individual, psychological development, and the formation of motivation for learning. Therefore, during this period, the creation of an inclusive environment and the establishment of effective communication between the teacher and students is one of the pressing issues. The main tasks of the teacher include: identifying and taking into account the individual needs of each student; using adapted teaching methods and didactic materials; creating a positive psychological atmosphere in the classroom; establishing cooperation with parents and specialists. Also, the teacher should possess such qualities as tolerance, patience, and empathy in the process of inclusive education. These qualities also form positive social behavior in students.

Inclusive education is an educational system aimed at involving all students in the general educational process, regardless of their physical, psychological, or social characteristics. The main goal of this type of education is to ensure the right of every child to quality education. Inclusive education is based on the following principles:

- all children are equal;
- each student has individual abilities;
- use of flexible methods in the educational process;
- development of social partnership.

In creating an inclusive environment in primary school, the teacher acts not only as an educator, but also as a person who supports the social development of students. Mutual perception is the process of mutual understanding of teachers and

students in the pedagogical process, understanding their feelings, and working together. Pedagogical perception includes the following aspects:

Empathy is the ability to understand the feelings of others.

Communicative skills - conducting effective communication.

Psychological sensitivity - awareness of the individual characteristics of students.

Pedagogical tact - treating students with respect.

The primary school teacher must organize the educational process taking into account the individual characteristics of each student.

The following pedagogical conditions are important for the formation of an inclusive environment:

1. Creating a positive psychological environment: Creating a friendly and supportive atmosphere in the classroom is one of the important factors of inclusive education. In this case, students are taught to respect each other.

2. Individual approach: It is important to consider the abilities, interests, and needs of each student. This increases students' self-confidence.

3. Collaborative learning: Group work, pair work, and teamwork develop students' social skills.

4. Formation of tolerance: Teaching students to respect the differences of others is an important condition of an inclusive environment.

Practical ways of coordinating mutual perception between teacher and student.

In elementary school, the following practical methods are used to develop mutual perception between the teacher and the student. Use interactive methods

Interactive methods increase student activity. For example:

“Brainstorming”

“Role Play”

“Working in small groups”

2. Development of pedagogical communication: The teacher must communicate openly and sincerely with the students. This helps students express their thoughts freely.

3. Use of encouragement methods: Recognition of students' achievements increases their interest in learning.

4. Empathy and psychological support: The teacher should understand the students' feelings and provide them with psychological support.

5. Use of digital educational technologies: Multimedia tools, educational platforms, and interactive programs help to organize the inclusive educational process more effectively.

Pedagogical communication ensures effective cooperation between the teacher and students. Communication in an inclusive classroom performs the following tasks:

- ensures social adaptation of students;
- fosters mutual respect and trust;
- develops students' communicative skills.

Through pedagogical communication, the teacher teaches students to support each other, work in a team, and engage in social activity.

In conclusion, it should be noted that the formation of an inclusive environment in primary school is one of the important tasks of the modern education system. In this case, the correct organization of mutual perception between the teacher and the student is of great importance. In the process of inclusive education, the teacher must effectively use pedagogical communication, an individual approach, empathy, and modern pedagogical methods. This contributes to the active participation of all students in the educational process and their social development. As a result, cooperation, mutual respect, and tolerance are formed among students in an inclusive educational environment.

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